

Woodmont High

2831 West Georgia Road
Piedmont, SC 29673

Grades	9-12 High School	
Enrollment	1,556 Students	
Principal	Mr. Darryl Imperati	864-355-8600
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Dr. Keith Ray	864-288-0476

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Excellent*
2007	Below Average	At-Risk
2006	Average	Average
2005	Average	Excellent
2004	Below Average	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- **Excellent** – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **At-Risk** – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	7	19	2	0

* Ratings are calculated with data available by September 30.

High School Assessment Program(HSAP) Exam Passage Rate: Second Year Student

	Our High School			High Schools with Students Like Ours		
Percent	2006	2007	2008	2006	2007	2008
Passed 2 subtests (%)	71.9	73.4	83.0	74.6	78.3	81.4
Passed 1 subtest (%)	12.3	14.8	8.9	11.8	12.1	10.3
Passed no subtests (%)	15.8	11.8	8.1	13.6	9.6	8.6

HSAP Passage Rate by Spring 2008

	Our High School	High Schools with Students Like Ours
Percent	92.9%	93.6%

On-Time Graduation Rate

	Our High School	High Schools with Students Like Ours
Number of Students	345	240
Number of Diplomas	215	178
Rate	62.3%	75.5%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	83.9	75.5
English 1	54.1	64.3
Physical Science	61.2	56.4
All Tests	64.8	64.9

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,556)				
Retention rate	10.5%	Up from 9.6%	6.0%	6.1%
Attendance rate	94.1%	Up from 93.5%	95.1%	95.0%
Eligible for gifted and talented	17.1%	Up from 14.8%	13.7%	8.3%
With disabilities other than speech	17.2%	Down from 17.3%	14.2%	13.0%
Older than usual for grade	11.3%	Up from 4.1%	8.2%	8.5%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 3.7%	1.7%	1.5%
Enrolled in AP/IB programs	18.4%	Down from 20.2%	14.8%	11.4%
Successful on AP/IB exams	27.5%	N/A	47.4%	54.3%
Eligible for LIFE Scholarship	35.5%	Up from 7.1%	31.0%	30.5%
Annual dropout rate	4.4%	Down from 6.4%	4.1%	3.5%
Career/technology students in co-curricular organizations	8.1%	Down from 13.4%	1.6%	3.1%
Enrollment in career/technology courses	1041	Up from 796	572	559
Students participating in work-based experiences	0.6%	Up from 0.3%	11.8%	10.6%
Career/technology students attaining technical skills	78.8%	Down from 80.0%	80.3%	79.6%
Career/technology completers placed	85.7%	Up from 84.6%	97.8%	98.5%
Teachers (n=81)				
Teachers with advanced degrees	50.6%	Up from 40.0%	61.4%	57.4%
Continuing contract teachers	60.5%	Down from 62.7%	71.8%	69.6%
Teachers with emergency or provisional certificates	9.8%	Up from 8.9%	5.9%	8.7%
Teachers returning from previous year	81.9%	Up from 73.1%	87.1%	85.0%
Teacher attendance rate	95.3%	Down from 96.9%	95.5%	95.4%
Average teacher salary	\$42,030	Up 5.2%	\$46,616	\$46,061
Professional development days/teacher	6.3 days	Down from 6.5 days	11.0 days	11.4 days
School				
Principal's years at school	1.0	No Change	3.0	3.0
Student-teacher ratio in core subjects	31.7 to 1	Down from 33.0 to 1	26.4 to 1	25.4 to 1
Prime instructional time	88.6%	Down from 89.3%	89.4%	89.1%
Dollars spent per pupil*	\$5,041	Down 7.3%	\$7,000	\$7,279
Percent of expenditures for teacher salaries*	55.9%	Up from 52.0%	54.6%	55.3%
Percent of expenditures for instruction*	59.7%	Down from 59.8%	59.7%	60.8%
Opportunities in the arts	Excellent	Up from Good	Excellent	Excellent
Parents attending conferences	100.0%	Up from 84.4%	95.2%	94.2%
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Good	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	Excellent	Average

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Performance By Student Groups

	HSAP Passage Rate by Spring 2008		End of Course Passage Rate		Graduation Rate		
	n	%	t	%	n	%	Met State Objective
All Students	267	92.9%	1135	64.8%	345	62.3%	No
Gender							
Male	141	92.2%	673	65.2%	182	62.6%	N/A
Female	126	93.7%	462	64.3%	163	62.0%	N/A
Racial/Ethnic Group							
White	181	93.9%	709	71.2%	225	64.0%	N/A
African American	78	89.7%	345	51.3%	101	61.4%	N/A
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	51	66.7%	15	46.7%	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Disabled	41	70.7%	180	45.6%	47	61.7%	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency							
Limited English Proficient	N/A	N/A	27	59.3%	N/A	N/A	N/A
Socio-Economic Status							
Subsidized meals	125	90.4%	498	58.4%	145	60.0%	N/A

* n=number of students on which percentage is calculated. t=number of tests taken.

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Report of Principal and School Improvement Council

Woodmont International Baccalaureate High School is a comprehensive high school with a rigorous academic program designed to prepare its students for the challenges and demands required of them as they compete in a global economy. Reflective of this, the school motto, Scientia est Potentia (Knowledge is Power) places in the forefront the mission of our school.

In order to accomplish this task, it is our belief that all students can learn and reach their fullest potential through a well-rounded academic program. With this comes personal responsibility on the part of the student to accept the challenge by working up to their fullest potential. As a result, the staff challenges the students to accept nothing less than their best.

The staff, as well, is challenged by their Principal Teacher to be active participants in the professional development process and to set the example of excellence for the students in their charge. To that end, targeted professional development in the areas of assessment, technology, and lesson design have been the subject of their focus. Additionally, faculty meetings have been instructive, using the talents of our own teachers to impart best practices to their peers.

Established programs have been further refined in order to ensure a quality education for all of our students. A team of teachers and administrators investigated Freshman Academy Programs by visiting successful local programs in order to further improve our Academy. In addition, the International Baccalaureate Program and Advanced Placement Program enjoyed a great deal of financial support and the addition of new courses of study in order to bolster the success of these emerging programs. Staff will attend the national High Schools That Work conference this July in order to further advance the impact of its effectiveness at our school. As well, our corporate partner, Michelin, has continued to support our academic program by providing mentor and tutor support. Each of these efforts supports our mission to promote rigor, relevance, and relationships.

As a comprehensive high school, WIBHS has a plethora of offerings designed to entice the interest of the diverse student body which it serves. Programs in the Fine Arts have expanded to include first class drama productions, award-winning choral music, and band programs. Agricultural Programs attract a wide variety of students and advance the school's mission by providing an outlet from the traditional classroom setting, where applied knowledge is practiced.

Finally, the students of our school enjoy a wide variety of extracurricular, athletic, and co-curricular activities designed to feed the spirit as they build the mind. Service clubs, athletic teams, music, and art programs have enjoyed tremendous growth and compliment the overall academic program in an effort to develop the full potential of the total student.

Darryl A. Imperati, Principal
Calvin Keeton, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	73	256	74
Percent satisfied with learning environment	94.5%	74.7%	84.7%
Percent satisfied with social and physical environment	95.9%	77.4%	77.8%
Percent satisfied with school-home relations	74.0%	79.1%	73.6%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

School Adequate Yearly Progress

NO

This school met 16 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

N/A

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality Data

	Our School	State
Classes in low poverty schools not taught by highly qualified teachers	1.9%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	6.4%	0.0%	No

Abbreviations for Missing Data

HSAP Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)											
All Students	391	94.9	10.2	26.8	37.3	25.7	71.8	75.2	69.7	Yes	Yes
Male	226	94.2	11.8	26	39.2	23	70.6	71.7	64.6	N/A	N/A
Female	165	95.8	8	28	34.7	29.3	73.3	78.7	74.8	N/A	N/A
White	263	94.7	6.8	20.9	39.1	33.2	79.1	85.6	81.7	Yes	Yes
African American	107	94.4	18.2	40.4	31.3	10.1	53.5	53.5	53.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	87	83.1	I/S	I/S
Hispanic	16	100	13.3	33.3	40	13.3	73.3	62.3	59.7	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	81.8	65.5	I/S	I/S
Disabled	60	90	42.3	32.7	19.2	5.8	28.8	27.8	25.2	No	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	40	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	52.5	47.3	I/S	I/S
Subsized meals	153	94.8	18.1	37	29	15.9	54.3	55.6	55.1	Yes	Yes

Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)											
All Students	391	94.6	12.5	30.1	32.7	24.7	68.8	67.4	67.2	Yes	Yes
Male	226	93.4	11.4	27.9	37.8	22.9	73.1	67.4	66.3	N/A	N/A
Female	165	96.4	13.9	33.1	25.8	27.2	62.9	67.4	68	N/A	N/A
White	263	94.3	7.3	25.3	36.9	30.5	76.8	78.6	79.6	Yes	Yes
African American	107	94.4	25.3	43.4	22.2	9.1	48.5	42.2	49.7	No	No
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	91.3	88.9	I/S	I/S
Hispanic	16	100	13.3	26.7	26.7	33.3	66.7	57.5	60	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	100	69.5	I/S	I/S
Disabled	60	90	49	19.6	25.5	5.9	39.2	21.9	23.8	Yes	No
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.7	N/A	N/A
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	56.3	54.9	I/S	I/S
Subsized meals	153	94.8	22.6	35	24.8	17.5	54.7	47.1	53.1	Yes	Yes

Physical Science (End-of-Course Performance by Group)											
All Students	400	92.3	52.8	19.0	11.5	9.0	20.5	N/A	N/A	N/A	N/A
Male	247	90.3	50.6	21.9	8.1	9.7	17.8	N/A	N/A	N/A	N/A
Female	153	95.4	56.2	14.4	17.0	7.8	24.8	N/A	N/A	N/A	N/A
White	263	95.1	47.9	19.8	14.4	12.9	27.4	N/A	N/A	N/A	N/A
African American	114	86.8	68.4	11.4	6.1	0.9	I/S	N/A	N/A	N/A	N/A
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Hispanic	18	83.3	33.3	38.9	5.6	5.6	I/S	N/A	N/A	N/A	N/A
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Disabled	65	84.6	67.7	13.8	N/A	3.1	I/S	N/A	N/A	N/A	N/A
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	N/A	N/A	N/A	N/A
Subsized meals	148	89.2	62.8	12.8	10.8	2.7	13.5	N/A	N/A	N/A	N/A

* Adj - Adjusted to account for natural variation in performance.

Two-Year HSAP Trend Data										
	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*
English/Language Arts - State Performance Objective = 52.3% (Proficient and Advanced)										
All Students	2007	372	96.8	11.4	24.8	38.8	25.1	74.9	76.1	70.7
	2008	391	94.9	10.2	26.8	37.3	25.7	71.8	75.2	69.7
Mathematics - State Performance Objective = 50.0% (Proficient and Advanced)										
All Students	2007	372	96.0	22.1	29.4	30.0	18.5	62.1	63.6	62.2
	2008	391	94.6	12.5	30.1	32.7	24.7	68.8	67.4	67.2

Abbreviations for Missing Data